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**GET’EM SPEAKING**

**Quarterly individual speaking assessments:**

-Give short tasks that build students up to speaking independently by the last quarter

-Teacher has a one page rubric for each student for the whole year.

- Rubric expectations grown in expectations each quarter.

**Speaking Points (called frases/puntos, etc):**

-Points that students earn throughout the quarter for speaking in TL and participating.

-Teacher keeps clipboard with chart of student names to tally speaking points.

-Teacher provides prompt and awards speaking points based on quality.

**Minute Chat: (Harry Tuttle)**

-Students have a tally board that is used weekly

-Teacher provides a prompt and sets timer.

-Student A starts speaking following prompt as Student B tallies sentences

-switch roles

**Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Partner** | **Goal** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** |
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**Dictations:**

-Teacher reads a sentence and students act as secretaries to write down

-Partner A describes a painting as Partner B draws it

-Partner A describes a painting as Partner B write ideas. Afterwards, they must choose which painting was described from a “bank” of options.

-Partner A reads a paragraph and Partner B writes it down

-Partner A reads their sentences to Partner B who writes them down. Switch roles. When all sentences are copied, determine the correct order (directions for a recipe, story, etc.)

-Teacher posts different dictations / sentences around room or in hallway.

-Partner A goes to one, memorizes it and returns to dictate to Partner B.

-Repeat for a total of 3 sentences

-Switch responsibilities:

-Partner B goes to one(not repeating any done), memorizes it and dictate to Partner A.

-Repeat for a total of 3 sentences.

-Dictate missing sentences so both papers have a total of 6 sentences.

-Extension: decide which sentence is false, decide correct order, etc.

**3-Step Interview:**

-Create roles for Student A, B, C, & D. Create cards for each student with questions. Students A and B take turns interviewing each other while students C and D interview each other. Afterwards, pairs join together and introduce their partners to the other set.

**Mini-Profes**

-Groups get an envelope with question cards. (I’ve given 6 per group)

-Students distribute cards and decide who will be the “teacher” first.

-The “teacher” poses their first question and as their students respond with appropriate ideas, the “teacher” awards stickers. Continue with the rest of the questions on their card (I provide 4 questions per card).

-A new “teacher” starts.

-Expectation is that everyone has 8 stickers minimally.

**Give one to get one (upper levels)**

**Familia Moderna**

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| 1 | 2 | 3 |
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**Talking Chips (upper levels)**

-Each student receives one “talking chip.” (any kind of token, paperclip, slip of paper, etc).

-The teacher provides a prompt or topic (Where would you travel if you had time and money?)

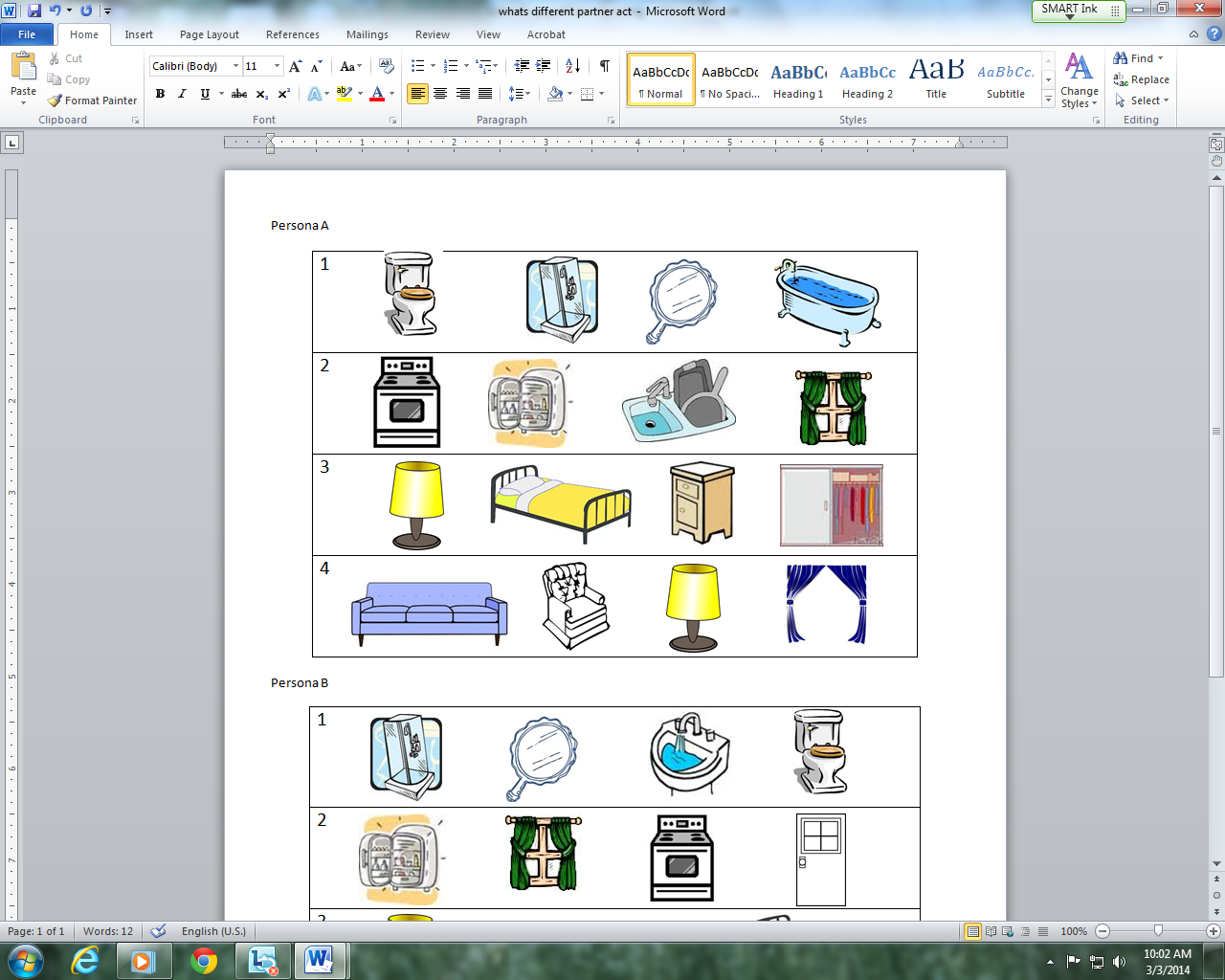
-To speak, a group member must place his chip in the center of the table. It is his or her turn to speak. Teammates cannot interrupt and must practice respectful listening.

-When finished, another student places his chip in the center of the team and adds his idea.

-When a student uses his or her “talking chip”, he or she cannot speak until all teammates have added to the discussion and placed their chip in the center of the table.

**A/B Figure it out:**

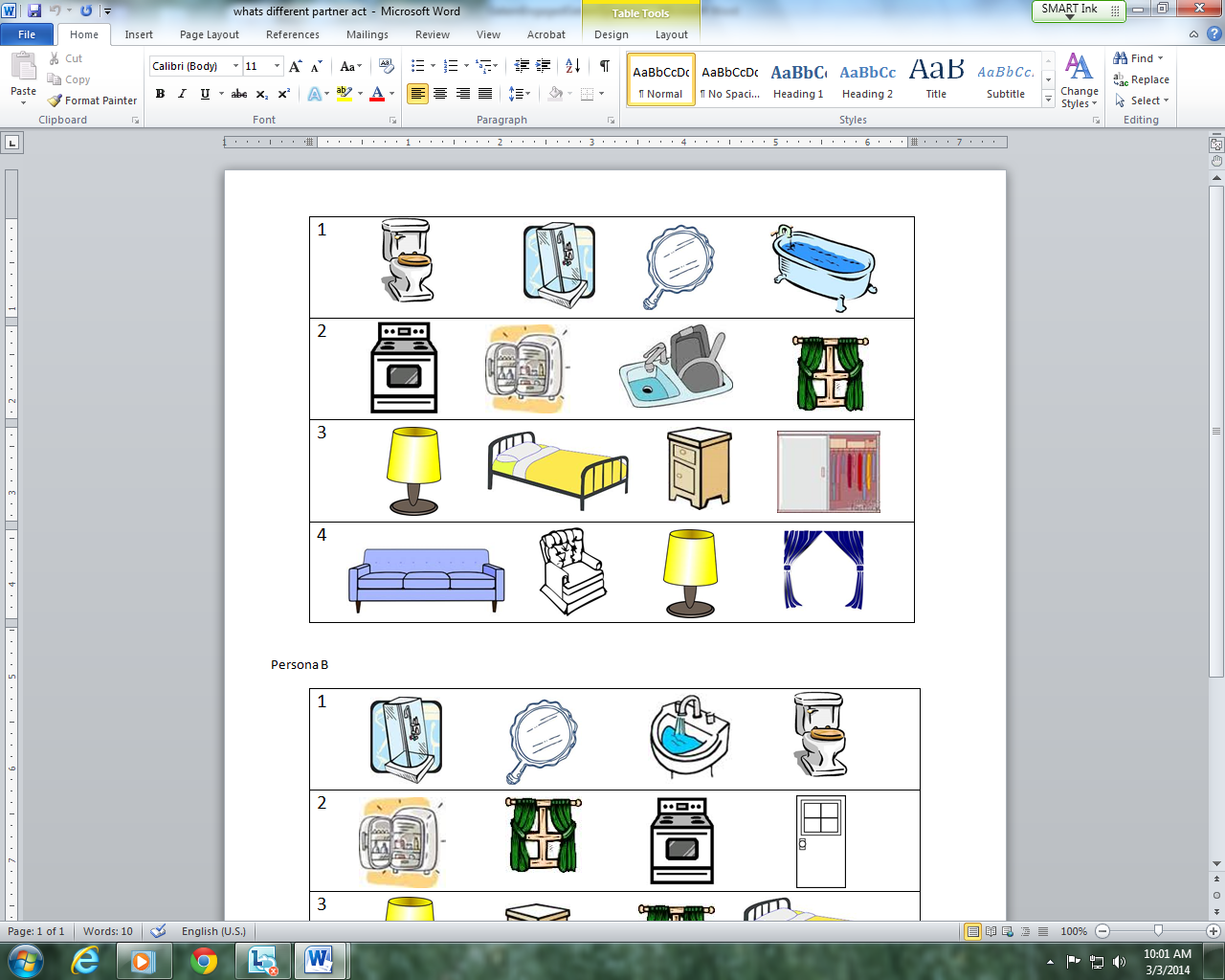
Pairs receive a sheet of paper with images. Sheet A and B are similar, but have differences. Partners ask each other questions in the target language to determine what is different between their papers



Extension Activities:

-Determine location

-Write sentences



**Get’em Engaged**

**(active participation strategies)**

**Numbered heads together**

-Students are in groups and each person is given a number.

-The teacher posts a prompt and students "put their heads together" to figure out the answer. -The teacher calls a specific number to respond for the group.

-This strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

**3 stay, 1 stray (...or 1 stay, 2 stray…)**

Groups are given a task, such as writing in the target language, a discussion prompt or reading comprehension. The group brainstorms and discusses. Then one or two students in the group “stray” to another group while the rest of the group stays. Groups share their ideas and ask questions to try to make their product better and/or to do peer-editing. Those that strayed return to the original group and share what they learned. The group edits and revises their work or continues their discussion with new insights.

**Sneak-a-Peek**

Small groups are given an envelope with vocabulary words on cards. They are also assigned a manila folder with the definitions or pictures of the words that is placed a short distance away from the group. One group member is given 15 seconds to run to the folder and peek inside to study the order of the words. When time is called, the peeker has 30 seconds to report back to the group what they remember. Then, a new group member becomes the peeker and the process continues until a group feels that they have all the cards in the right order. The first group done, wins.

**Spoons**

Teacher create sets of cards (for example, one card with TL vocab word, one card with the English word, and one card with a picture representing the word makes up a set). Teacher creates small groups and each group is given plastic spoons (one less than the number of people in the group). The dealer passes out 3 cards per person and then passes to the left a card from the top of the deck. Each person can only have 3 cards at a time, so cards must be discarded as soon as they are passed. When someone gets a complete set, he must take a spoon from the center, triggering the other players to grab a spoon. The player that does not get a spoon is out and play continues with one less person and one less spoon. To make the game last longer, students can be given chips that are counted as “lives.” If a student gets out, he turns in a chip and stays in the game until all chips are gone.

**Sentence Gamble**

Partners or small groups are shown a question/translation. Each individual must write down an answer and place a bet (1, 3, or 5 points). When the answer is revealed, students that wrote the correct answer earn the points they bet. If they wrote the wrong answer, then they subtract the points they bet. Partners/groups compete against each other.

**Flashcard Drills (Class Set)**

Extension Activities:

Directive Placement w/TL facing up

Using Grid: flip to English side (teacher provides English) /flip to Spanish side (reverse)

Directive Removal

Self-test (allows teacher to monitor and adjust based on students success)

Partner practice – commands to flip

Partner practice – say meaning

Sorting Activity (Teacher provides theme and students select appropriate vocabulary)

**make 2-team games active!**

**Jeopardy**

**Flyswatter**

**Bomba**